

Table 3 Region 3- Voting Results on the Relative Importance of the

Triggering Question: "What are barriers for your region to what "ought to be done" to create a sustainable model of assistive technology to support students in accessing and progressing in the general education curriculum?"

(VOTES) Barrier

- 6: (16 Votes) LACK OF FORMALIZED APPROACH TO IMPLEMENTING TECH INTO THE CLASSROOM
- 16: (15 Votes) LACK OF PD FOR ALL STAFF - GEN ED AND SPEC ED - IN ASSISTIVE TECH
- 21: (11 Votes) LACK OF A DATA COLLECTION SYSTEM TO ASSESS THE EFFECTIVENESS OF ASSISTIVE TECH
- 14: (10 Votes) UNDERSTANDING ASSISTIVE TECH IS A TOOL TO ENGAGE STUDENT PARTICIPATION
- 22: (9 Votes) STAFF FEELING OVERWHELMED WITH NEW REQUIREMENTS AND EXPECTATIONS
- 18: (8 Votes) INSUFFICIENT FUNDS FOR ASSISTIVE TECH DEVICES AND ESPECIALLY FOR PD/TRAINING ON THE DEVICE
- 33: (6 Votes) THE INADEQUACIES OF THE CURRENT STATUS OF TECH AVAILABLE IN SOME SCHOOLS
- 11: (4 Votes) IDENTIFYING STAKEHOLDERS TO IMPLEMENT A SUSTAINABLE MODEL
- 1: (3 Votes) A LACK OF VESTED INTEREST FROM ALL STAKEHOLDERS
- 2: (3 Votes) TIME TO IMPLEMENT TRAINING FOR STAFF, PARENTS, AND STUDENTS
- 35: (3 Votes) DIFFERENT VIEWS ON HOW MUCH ASSISTIVE TECH SHOULD BE PERMITTED FOR USE BY STUDENTS
- 7: (2 Votes) LACK OF COLLABORATION BETWEEN ASSISTIVE TECH CONSULTANTS AND CONSULTANTS FOR RTI AND THE CURRICULUM CONSULTANTS
- 8: (2 Votes) LACK OF A CONSISTENT PROCESS FOR IDENTIFYING AND DELIVERING ALTERNATIVE INSTRUCTIONAL MATERIALS
- 10: (2 Votes) THE PERPETUATION OF THE 'EXPERT' MODEL
- 29: (2 Votes) WE LACK TEAMS TO SUPPORT THE IMPLEMENTATION OF ASSISTIVE TECH
- 3: (1 Votes) DIFFERING VIEWS OF A CHILD'S POTENTIAL
- 12: (1 Votes) DIFFERING VIEWS REGARDING THE LEVEL OF NEED/ EXPERTISE FOR ASSISTIVE TECH PERSONNEL
- 13: (1 Votes) NOT ENOUGH STAFF TO SUPPORT TECH
- 17: (1 Votes) WITHIN HIGHER EDUCATION GEN EDUCATORS MISUNDERSTANDING OR POTENTIALLY NEGATIVE PERCEPTIONS OF THE ROLE OF ASSISTIVE TECH
- 19: (1 Votes) LACK OF EXPOSURE TO DIFFERENT ASSISTIVE TECH DEVICES AND SYSTEMS
- 37: (1 Votes) THE TIME ELEMENT REQUIRED FOR PROFESSIONAL DEVELOPMENT
- 48: (1 Votes) LACK OF STAFF'S EMPOWERMENT AND PASSION TO STATE THEIR WANTS AND NEEDS
- 54: (1 Votes) HIT AND RUN

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- 55: (1 Votes) LACK OF ACCOUNTABILITY OF GENERAL ED TEACHERS FOR SPECIAL ED STUDENTS AND THEIR DIFFERENTIATED NEEDS
- 4: (0 Votes) NO SENSE OF URGENCY
- 5: (0 Votes) MISUNDERSTANDING OR LACK OF KNOWLEDGE REGARDING DIFFERENTIATION AMONG STUDENT POPULATIONS
- 9: (0 Votes) [DELETE] LACK OF COLLABORATION TO ENSURE ONGOING EFFECTIVENESS OF ASSISTIVE TECH
- 15: (0 Votes) ACCESS TO TEACHING STAFF FOR PD
- 20: (0 Votes) THE TEACHERS UNWILLINGNESS TO ALLOW STUDENTS TO USE ASSISTIVE TECH DUE TO FAIRNESS ISSUE
- 23: (0 Votes) [DELETE] CONFLICT BETWEEN OLD SCHOOL AND NEW SCHOOL IDEAS ON HOW TO DELIVER CURRICULUM
- 24: (0 Votes) SOME INFLEXIBILITY BY STAFF BECAUSE ASSISTIVE TECH ADAPTATIONS MAY BE PERCEIVED AS MORE WORK
- 25: (0 Votes) THE DIFFICULTY IN DEALING WITH PARENTS WHO ARE INDIFFERENT TO TRAINING AND EDUCATION
- 26: (0 Votes) THE LACK OF ACCESSIBILITY TO QUALITY STUDENT LITERATURE AT THE ELEMENTARY LEVEL
- 27: (0 Votes) THE NEED FOR FOCUSED COLLABORATION
- 28: (0 Votes) LACK OF COLLABORATION WITH OUR STATES STANDARDIZED ASSESSMENT PROGRAM AND WHAT IS ACCEPTABLE ACCOMMODATIONS
- 30: (0 Votes) THE PRESENCE OF A DEFENSIVE RELATIONSHIP BETWEEN DISTRICTS AND FAMILIES
- 31: (0 Votes) LACK OF INCLUSION MODEL - WHAT THAT LOOKS LIKE AND HOW IT IS SUPPORTED
- 32: (0 Votes) NO CLEAR PATH
- 34: (0 Votes) LIMITATIONS BY STATE AND FEDERAL USE OF FUNDS
- 36: (0 Votes) LACK OF ACTUAL IMPLEMENTATION AFTER TRAINING
- 38: (0 Votes) LIMITED USE OF ALTERNATIVE MODELS OF PD
- 39: (0 Votes) LACK OF AN ORGANIZED DATABASE FOR ACCESSIBLE CURRICULUM MATERIALS
- 40: (0 Votes) THE LACK OF PHYSICAL SPACE, TIME, AND FLEXIBILITY WITHIN SCHOOLS FOR EFFICIENT USE OF TECH
- 41: (0 Votes) INADEQUATE TRAINING OF PROVIDERS - SCHOOL TO HOME
- 42: (0 Votes) BURN-OUT

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- 43: (0 Votes) MINIMAL USE OF A THOROUGH DECISION-MAKING PROCESS
- 44: (0 Votes) CONFLICT BETWEEN GEN ED AND SPECIAL ED
- 45: (0 Votes) FAILURE FOR ALL PLAYERS TO PLAY NICELY
- 46: (0 Votes) INADEQUATE LEVEL OF EVALUATION TOOLS AND EQUIPMENT
- 47: (0 Votes) NEGATIVE PERCEPTION BY OTHERS OR STIGMA BY STUDENTS THEMSELVES WHO NEED TO USE THE ASSISTIVE TECH IN GEN ED CLASSROOMS
- 49: (0 Votes) ABSENCE OF MENTORING RELATIONSHIPS
- 50: (0 Votes) POOR COMMUNICATION
- 51: (0 Votes) STAFF CHANGES
- 52: (0 Votes) PROCESS ORIENTED VS. CONTENT ORIENTED INSTRUCTION
- 53: (0 Votes) [DELETE] LACK OF AVAILABLE TECH

Total Votes Cast: 105